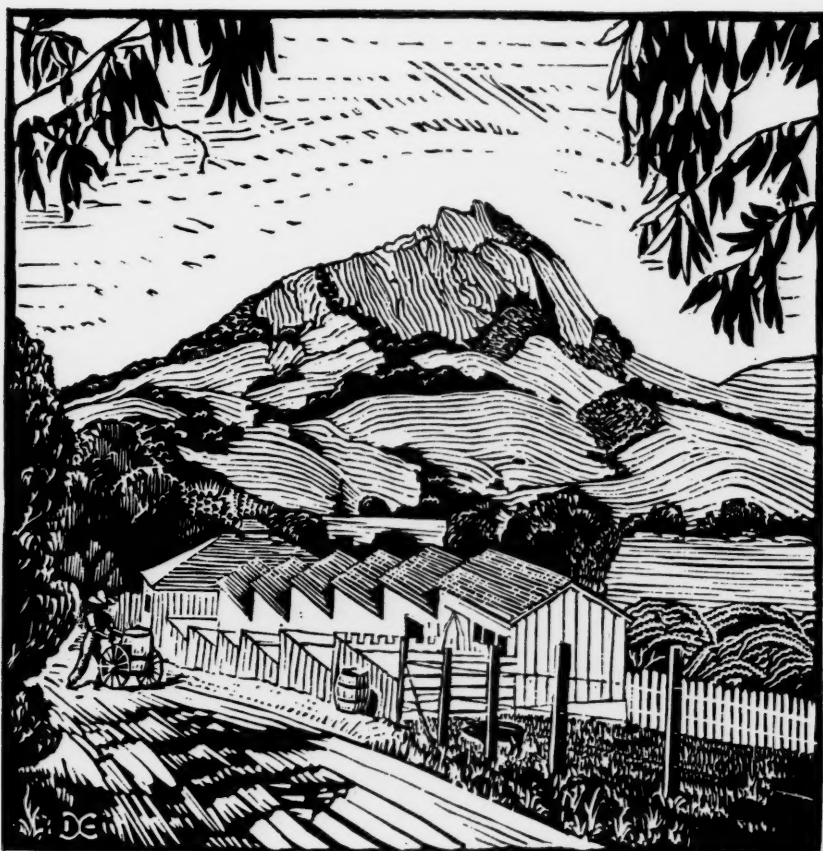


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COVER DESIGN

The cover shows a view on the farm at the California
Polytechnic School at San Luis Obispo.

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Recent Trends in Credential Regulations

VIERLING KERSEY, *Superintendent of Public Instruction*

Purpose of Credentials

Credentials are provided by law in order to improve the public school system by establishing standards for training teachers, administrators, supervisors, and other certificated workers. For teacher training institutions credential regulations provide standards for the selection and education of teachers.

Policies Guiding Credential Revision

Although specific requirements are adopted by the State Board of Education, demands for new credentials and for revision of existing standards emanate from leaders in the field who desire to improve instruction, administration, and other educational functions of the school system. Credential regulations, once enacted by the State Board of Education, remain in effect for a period of not less than four years. Changes in credential regulations are not retroactive, and in no case are certificates, credentials, and life diplomas held by teachers or other school workers invalidated by action of the State Board of Education.

Changes in Credential Regulations

During the past four years requirements for credentials for administration, supervision, adult education, art, business education, home-making, music, special education, and school health have been revised. New credentials have been provided for school counselors and school business managers. Regulations for credentials for school custodians and engineers have been adopted tentatively.

Administration Credentials

The legislature provided in a bill effective in August, 1923, that each public school superintendent, principal, and supervisor must hold an administration or a supervision credential. Superintendent Will C. Wood, with a committee including A. C. Olney, Grace Stanley, E. P. Cubberley, and others, recommended to the State Board of Education regulations for the issuance of administration credentials and for three supervision credentials; one for general supervision, one for supervision in special fields, and one for departmental supervision. The regulations became effective in April, 1924.

Teachers aspiring to advanced positions in the schools were at that time somewhat inadequately trained in philosophy and history of education, and in the psychological and physical aspects of child development. To supplement actual courses in school administration and

supervision, courses covering these fields were included in the training required for administration and supervision credentials.

The original regulations for administration and supervision credentials as established in 1924 remained unchanged until 1936. During the twelve year period the training program for teachers was enlarged in scope and included courses in philosophy and history of education, and growth and development of the child. Thus with better trained teachers on the one hand, and with a more effective system of school organization on the other, a need for added specific training in school administration became apparent. In response to demands from the field, a committee on the revision of administration and supervision credential requirements was appointed by the Superintendent of Public Instruction in the summer of 1934. E. L. Hardy, A. S. Gist, T. W. MacQuarrie, and A. C. Roberts representing the state teachers colleges; F. W. Hart, George C. Kyte, and Marvin L. Darsie from the University of California; L. B. Rogers of the University of Southern California; Grayson N. Kefauver and Wm. M. Proctor from Stanford University, met with members of the State Department of Education to formulate improved standards for administration and supervision credentials.

In April, 1935, the recommendation of the committee was adopted by the State Board of Education to become effective in September, 1936.¹ New administration credentials are of five types according to the type of service authorized by the credential:

1. Credential authorizing service as superintendent of schools.
2. Credential authorizing service as secondary school executive serving directly under a board of education.
3. Credential authorizing service as secondary school principal or secondary school supervisor serving under a superintendent of schools.
4. Credential authorizing service as elementary school executive serving directly under a board of education.
5. Credential authorizing service as elementary school principal or elementary school supervisor serving under a superintendent of schools.

For each of these credentials the training is functional, related directly to specific responsibilities of the school administrator.

The credential regulations are not retroactive and administrators holding the old type of credential are protected in their certification.

¹ The new regulations governing the issuance of administration and supervision credentials are contained in State of California Department of Education Bulletin, No. 12, June 15, 1935, *Regulations Governing Granting of Credentials and Certificates for Public School Service in California*.

Administration and supervision credentials of the old type will be issued until September 15, 1936, to applicants completing requirements for these credentials. It should be noted that more than a year has elapsed since the announcement of new requirements for administration credentials, thus allowing ample time for persons to qualify under the old requirements.

**Credentials for
Adult
Education**

In July, 1934, the State Board of Education provided specific regulations for credentials in adult education. Previously, teachers for adult classes were certificated for a period of one school year upon the request of any employing school official. Hence the entire responsibility for choosing teachers for adult education classes rested upon local school systems. Credentials granted on such basis could not be renewed, thus causing an unwarranted amount of detail in securing new credentials for teachers who continued in their work. At the urgent request of school superintendents, evening school principals, and teachers of adult classes, a committee composed of L. B. Travers, then Chief of the Division of Adult Education, and members of the staff of the State Department of Education in charge of special subjects, drafted requirements for the credential in adult education in the fields of agricultural education, Americanization, business education, child study and parent education, health and physical education, homemaking, social-civic education, and trade and industrial education. In general, the training requires three years of college work, actual experience in the field covered by the credential, and certain professional work in education.

**Special
Credentials**

Credentials in special subjects were first authorized in 1915. Since 1928 such credentials have required four years of college training and a varying degree of specialization. With the unifying of instruction in the secondary schools, high specialization is less important than a breadth of training with the understanding of social backgrounds, proficiency in English usage, and a comprehension of the scientific basis of modern life. To insure the broad cultural background and to reduce emphasis on the high degree of specialization, the State Board of Education provided that after July, 1935, training in special fields be limited to forty semester units—one-third of the total work completed in the four year course toward the bachelor's degree.

**Credential
for
Professional
Musicians**

During the period while schools were developing curricula in the arts, and especially in music, demand was made for musicians qualified to conduct band, orchestra, and chorus. Until recently the teacher training institutions have been unable to supply such leaders, and

professional musicians have been drawn into the school system. Credentials were provided, the issuance of which was based upon professional experience. With the development of strong departments of music, the state colleges and certain of the private liberal arts colleges are now in a position to train for this work. After September, 1936, it is planned not to issue the credential for professional musicians. The action of the State Board of Education was taken upon the recommendation of a committee working with members of the State Department of Education: F. W. Thomas and A. G. Wahlberg of Fresno State College; F. A. Beidleman of San Diego State College; A. W. Otterstein and W. E. Knuth of the State Colleges of San Jose and San Francisco; C. M. Dennis, Louis W. Curtis, and Mary Ireland, representing the music departments of San Francisco, Los Angeles, and Sacramento public schools; and S. E. Blakeslee of Chaffey Junior College.

**Credentials for
Health
Service**

With the expanding responsibilities of the public schools, the supervision of health has assumed greater importance as an educational activity. The first special credentials provided by law were for health and development work and since 1909 have been issued to physicians, nurses, dentists, and optometrists who were regularly licensed for professional practice in the state. Especially have the expert services of nurses been in demand in the public schools. From the state organization of nurses requests for higher standards of training were made, and in November, 1933, a committee, representing the State Department of Public Health, the State Nurses Association, the University of California, the University of California Hospital, Stanford University, and the State Department of Education, recommended that the credential for the school nurse be granted only to public health nurses who were specifically trained for school work. Effective July, 1935, the State Board of Education enacted credential regulations including registration as a public health nurse, and training in educational psychology and the administration of a school health program. The school nurse has proved to be effective in solving many problems, some in the field of attendance. To provide a legal basis for supporting such activities as are carried on by nurses from the supervisory funds of the counties, a credential for supervision of school health service and supervision of attendance was also provided for the school nurse by the State Board of Education. This provision became effective in July, 1935.

**Credential
for School
Counselors**

In October, 1928, the Counselors Association of Southern California adopted a resolution emphasizing the need of training for personnel work in the public schools and requesting that a credential be provided for counselors.

During the ensuing seven years the problem was studied by various committees both in the northern part of the state and in southern California. In the fall of 1935 a committee including Benjamin W. Johnson and George A. Rice from the University of California; E. E. Ericson and H. A. Sotzin representing the state colleges; Grayson N. Kefauver of Stanford University; Elizabeth Woods and J. H. Bedford from the Los Angeles Public Schools; Edwin A. Lee and George C. Jensen from the San Francisco and Sacramento Public Schools; and members of the State Department of Education, drafted the final regulations for counseling credentials. These regulations were adopted by the State Board of Education and the credential was authorized effective January, 1936. While there is no legal basis for requiring a counselor to hold any credential other than a teaching credential, the special credential in counseling provides a standard of training and proficiency for personnel workers in the public schools.

**Credential
for School
Business
Managers**

The growing school system of California has been characterized by increasingly efficient organization. This has led to a demand on the part of the various employees to become certificated. The school business managers of the state have formed an association which sponsored as one of its activities a program of training and certification for its members. At the request of leaders of the group a credential for school business management was provided by the State Board of Education effective in January, 1936. The training program includes specific work in school administration, cost accounting, public finance, and school law. While there is no legal provision for the certification of school business managers, the credential provides a standard for school officials in the field of management and a basis for selection of men with qualifications for their expert work.

**Credential
for School
Custodians**

The state association of school custodians has been insistent in demanding credentials for its members. For the past two years much attention has been given to the problem and in July, 1936, a graded system of credentials was provided by the State Board of Education. The drafting of the final regulations which provide certification for school custodians and engineers has been entrusted to a committee of the State Department of Education.

**Procedures
in Credential
Revisions**

As credentials have been revised and new credentials provided, in each case the initial request has come from within the public school system. It is not the province of the State Department of Education to presume by authority to advance requirements for credentials. As administrators,

teachers, directors of teacher training institutions and other educational leaders see needs, the State Department of Education is obligated to cooperate and serve. The State Department of Education has cooperated; first, by appointing committees representing teacher training institutions and public school systems; and second, by working with committees in drafting reports and recommendations to the State Board of Education.

In each case credential revisions have provided functional training for specific work in the school system. Having been adopted by the State Board, credential regulations are not retroactive and are not applicable to persons already certificated. They provide standards for upgrading existing certificates, for training future workers, for establishing programs for teacher training institutions, and, most important of all, they supply standards of proficiency for use by employing school officials and boards of education.

Responsibility of the State Department of Education	The State Department of Education is responsible for establishing standards for the preparation of teachers, administrators, supervisors, and other workers in the public schools. The education of school workers is controlled, primarily, by means of credentials; credentials are authorized by state law. Thus, from time to time credential requirements are revised and new credentials provided as the needs and responsibilities of the schools may make necessary.
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Since training for credentials must be entrusted to institutions, it is the policy of the State Department of Education to foster development and improvement in all institutions, private as well as public, which promote the educational program essential for a social democracy. Therefore, in keeping with the general policy of the state, all teacher education programs maintained in both state and private institutions in California are under the general supervision of the State Department of Education.

Life Diplomas	Considerable concern arises from time to time in connection with the California Life Diploma. It is positively the policy of the present administration in the State Department of Education to continue the present plan of issuing life diplomas. No change can be made in this plan except as state law is modified. There is no plan to modify state law. The life diploma will be continued.
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Teachers' credentials and the credentials of administrators and supervisors are valuable personal documents. The State Department of Education and the Superintendent of Public Instruction in particular will welcome opportunity to answer inquiry and to serve those desiring information, advice, or suggestion.

The Status of City School Districts

WALTER E. MORGAN, *Assistant Superintendent of Public Instruction,
and Chief, Division of Research and Statistics*

In a previous article, city school districts were defined¹ as including all elementary school districts which include a chartered city or any other incorporated city except a city of the sixth class. The only exception to this definition was made in the case of elementary school districts granted the status of districts governed by city boards of education under the provisions of School Code section 2.990. Taft, in Kern County, was the only district in the latter category during 1934-35. In 1935-36 Beverly Hills, in Los Angeles County, by election held under this provision of the School Code, also became a city school district.

Basis for Definition of City School Districts

The definition of city elementary school districts above cited was based upon several provisions of the School Code² which specifically refer to city school districts or to districts governed by city boards of education; upon the provisions of the General Laws³ governing the several classes of school districts, each of which provides for the government of the schools by a city board of education, and upon the constitutional provision⁴ which by implication requires the government of the schools in chartered cities by boards of education. In particular, the definition was based upon the provisions of the general laws which require boards of education in all classes of cities except cities of the sixth class, and upon the constitutional requirement⁵ that the schools be governed by boards of education in chartered cities. This interpretation has also been given by the Attorney General in Opinion No. 10835, dated July 11, 1936, the opinion being based upon construction of the provisions of the School Code.

Perhaps the correct definition of city elementary school districts would include as such all elementary school districts the boundaries of which are coterminous with the boundaries of any incorporated city except a city of the sixth class, and all elementary school districts embracing any such city to which the portions of the district or districts, from which the city was formed, outside of the boundaries of the city have been annexed for school purposes.⁶ Such definition

¹ Walter E. Morgan. "California City School Districts," 1934-1935, *California Schools*, VI (May, 1935), p. 146.

² School Code of California, sections 2.91, 2.110, 2.111, 2.970, 2.990, 2.1040, and 2.1043.

³ General Laws of California (Deering) Act 5233, sections 247-272, 410-426, 570-579, 710-719, 795-805.

⁴ Constitution of California, Art. XI, section 8½.

⁵ *Idem*.

⁶ School Code of California, section 2.111.

would include all elementary school districts embracing an incorporated city other than a city of the sixth class, so that either this or the previously cited definition would have the same construction and application.

Both of these definitions assume that the term *incorporated cities* refers to municipalities incorporated or reincorporated under the municipal corporation act¹ of 1883 as authorized by the Constitution² adopted in 1879, and also to municipalities which were incorporated by special acts of the Legislature prior to the effective date of the municipal corporation act of 1883 and which were not reincorporated under that act. It is also assumed that all incorporated cities fall within the special classification of chartered cities established by the Constitution³ or within one of the classifications determined by population as defined in Act 5151 of the General Laws.⁴ The latter act classified all municipal corporations in the state according to population.

Following these assumptions, there are at the present time only three classes of cities in California, since, with only two exceptions, the only incorporated cities in the state which have not adopted charters under Art. XI, sec. 8 of the Constitution, are sixth class cities. The two exceptions are Santa Ana, in Orange County, and Woodland, in Yolo County, both of which are fifth class cities. Fifth class cities are required⁵ to have boards of education, while sixth class cities⁶ are not.

Thus, while explicit statutory definition of the term *city elementary school districts* is lacking, consideration of the legislation cited seems to warrant the definition employed herein. That definition includes as city elementary school districts all cities chartered under Art. XI, sec. 8 of the Constitution, all cities of the fifth class, and all districts granted the status of city districts under School Code section 2.990.

City High School Districts

While explicit statutory definition of the term *city high school districts* is also lacking, the provisions of the School Code⁷ relating to city high school districts or to city boards of education in high school districts indicate that any high school district which is coterminous with a city elementary school district, or which includes a city ele-

¹ General Laws of California (Deering) Act 5233.

² Constitution of California, Art. XI, section 8.

³ *Ibid.*

⁴ Statutes of California, 1883, p. 24.

⁵ General Laws of California (Deering) Act 5233, section 795.

⁶ *Ibid.* Ch. VII.

⁷ School Code of California, sections 2.470, 2.510, 2.1040, and 2.1043.

mentary school district and one or more other elementary school districts which have been annexed to such high school district for high school purposes, is a city high school district, to be governed by the board of education of the city elementary school district. High school districts originally organized as union high school districts and which embrace one or more elementary school districts in addition to a city elementary school district, continue to be classified as union high school districts in the absence of legislation providing for a change of classification of such union high school districts to that of city high school districts. Thus a number of city elementary school districts continue to be parts of union high school districts which are governed by separate boards of high school trustees.

Effects of Unification of School Districts

Legislation¹ enacted in 1935 providing for the unification of coterminous elementary and high school districts will result on July 1, 1936, in changing the classification of 15 of the present city elementary and high school districts to that of unified school districts. These districts will thereafter be governed by the provisions of the School Code relating to city school districts and city boards of education only to unified school district act.

Status of City School Districts, 1932-33 to 1936-37, inclusive.

In the following tabulation are listed alphabetically, by counties, all of the districts in the state classified as city school districts during the period 1932-1933 to 1935-1936, inclusive. For each district is indicated the year of adoption of the original city charter, under the Constitution of 1879, the year of adoption of the city charter now effective, and the status of each district as a city elementary school district or a city high school district during each school year. The status of each district during 1936-1937 is also indicated, assuming that none of these districts will change its present classification by reincorporating as a sixth class city.

¹ Statutes of California, 1935. Ch. 773.

**Status of California City School Districts,
by School Years and by Counties, 1932-1933
to 1936-1937, inclusive**

Counties and cities	Year original charter adopted under Constitution, 1879, Art. XI, Sec. 8	Year present charter adopted, if original charter was repealed	Status of city school district				
			1932-33	1933-34	1934-35	1935-36	1936-37
Symbols: CE—City elementary school district; CH—City high school district; Un—Unified school district (1936-37); RE—Regular elementary school district; UH—Part of union high school district.							
Alameda County							
1. Alameda	1907	1917	CE;CH	CE;CH	CE;CH	CE;CH	Un
2. Albany	1927		CE;CH	CE;CH	CE;CH	CE;CH	Un
3. Berkeley	1895	1909	CE;CH	CE;CH	CE;CH	CE;CH	Un
4. Oakland	1889	1911	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
5. Piedmont	1923		CE;CH	CE;CH	CE;CH	CE;CH	Un
6. San Leandro	1933		RE;*	CE;*	CE;*	CE;*	CE;*
Butte County							
7. Chico	1923		CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
8. Oroville	1933		CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
Contra Costa County							
9. Richmond	1909		CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
Fresno County							
10. Fresno	1901	1921	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
Humboldt County							
11. Eureka	1895		CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
Kern County							
12. Bakersfield	1915		CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
13. Taft (6th Class S. C. 2.990)			CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
Los Angeles County							
14. Alhambra	1915		CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
15. Beverly Hills			(6th class, S. C. 2.990)		CE;CH	Un	
16. Burbank	1915		CE;CH	CE;CH	CE;CH	CE;CH	Un
17. Compton	1925		CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
18. Glendale	1921		CE;CH	CE;CH	CE;CH	CE;CH	Un
19. Inglewood	1927		CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
20. Long Beach	1907	1921	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
21. Los Angeles	1889	1925	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
22. Pasadena	1901		CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
23. Pomona	1911		CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
24. Redondo Beach	1935		RE;UH	RE;UH	RE;UH	CE;UH	CE;UH
25. Santa Monica	1907		CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
Marin County							
26. San Rafael	1913		CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
Monterey County							
27. Monterey	1911	1925	CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
28. Pacific Grove	1927		CE;CH	CE;CH	CE;CH	CE;CH	Un
29. Salinas	1903	1919	CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
Napa County							
30. Napa	1893	1915	CE;UH	CE;UH	CE;UH	CE;UH	CE;UH

*San Leandro city elementary school district is a part of the Oakland city high school district.

**Status of California City School Districts,
by School Years and by Counties, 1932-1933
to 1936-1937, inclusive—Continued**

Counties and cities	Year original charter adopted under Constitution, 1879, Art. XI, Sec. 8	Year present charter adopted, if original charter was repealed	Status of city school district					
			Symbols: CE—City elementary school district; CH—City high school district; Un—Unified school district (1936-37); RE—Regular elementary school district; UH—Part of union high school district.	1932-33	1933-34	1934-35	1935-36	1936-37
Nevada County								
31. Grass Valley	1893	1921	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
Orange County								
32. Santa Ana (5th class)			CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
Placer County								
33. Roseville	1935		RE;UH	RE;UH	RE;UH	CE;UH	CE;UH	CE;UH
Riverside County								
34. Riverside	1907	1929	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
Sacramento County								
35. Sacramento	1893	1921	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	Un
San Bernardino County								
36. San Bernardino	1905		CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
San Diego County								
37. San Diego	1889	1931	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	Un
San Francisco City and County								
38. San Francisco	1899	1931	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	Un
San Joaquin County								
39. Stockton	1889	1923	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	Un
San Luis Obispo County								
40. San Luis Obispo	1911		CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
San Mateo County								
41. Redwood City	1929		CE;UH	CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
42. San Mateo	1903		CE;UH	CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
Santa Barbara County								
43. Santa Barbara	1899	1927	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
Santa Clara County								
44. Palo Alto	1909		CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	Un
45. San Jose	1897	1915	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	Un
46. Santa Clara	1927		CE;UH	CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
Santa Cruz County								
47. Santa Cruz	1907	1911	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
48. Watsonville	1903		CE;UH	CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
Solano County								
49. Vallejo	1899	1911	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	Un
Sonoma County								
50. Petaluma	1911		CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
51. Santa Rosa	1903	1923	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
Stanislaus County								
52. Modesto	1911		CE;CH	CE;CH	CE;CH	CE;CH	CE;CH	CE;CH

**Status of California City School Districts,
by School Years and by Counties, 1932-1933
to 1936-1937, inclusive—Continued**

Counties and cities	Year original charter adopted under Constitution, 1879, Art. XI, Sec. 8	Year present charter adopted, if original charter was repealed	Status of city school district				
			Symbols: CE—City elementary school district; CH—City high school district; Un—Unified school district (1936-37); RE—Regular elementary school district; UH—Part of union high school district.				
			1932-33	1933-34	1934-35	1935-36	1936-37
Tulare County							
53. Porterville	1927		CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
54. Tulare	1923		CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
55. Visalia	1923		CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
Ventura County							
56. Ventura	1931	1933	CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
Yolo County							
57. Woodland	5th Class		CE;CH	CE;CH	CE;CH	CE;CH	CE;CH
Yuba County							
58. Marysville	1919		CE;UH	CE;UH	CE;UH	CE;UH	CE;UH
Totals							
a. City elementary school districts			54	55	55	58	43
b. City high school districts			36	36	36	37	22
c. Unified school districts			--	--	--	--	15

DEPARTMENTAL COMMUNICATIONS

Office of the Superintendent of Public Instruction

VIERLING KERSEY, Superintendent

REIMBURSEMENT FOR EXCESS COST OF SPEECH CORRECTION CLASSES DEPENDENT UPON TEACHERS HOLDING PROPER CREDENTIALS

It has been called to the attention of the State Department of Education that in certain cases teachers are employed for speech correction work who do not hold the special credential in correction of speech defects. Teachers employed in this capacity should hold this credential, valid for the school level (elementary or secondary) in which the instruction is given. This requirement is the basis upon which school districts may be reimbursed from state funds for the excess cost of such instruction.

School officials are advised that school districts will be reimbursed for the excess cost of pupils attending speech correction classes during 1936-1937 only when such classes are taught by teachers holding valid speech correction credentials. This will not affect apportionments made this year on account of attendance during 1935-1936.

DR. DOUGLASS TO STUDY EDUCATION IN GERMANY AND AUSTRIA

Dr. Aubrey A. Douglass, Chief of the Division of Secondary Education, has been selected as one of a group of nine American educators to make a special study of language instruction in Germany. Each year the Carl Schurz Memorial Foundation, Inc., and The Oberlaender Trust, which were founded for the purpose of promoting cultural relations between the United States and Germany, sponsor a tour of German and Austrian universities and schools by a selected group of American educators from various parts of the country. All expenses of the trip will be met by The Oberlaender Trust.

The itinerary, which has not been completed, will include secondary schools and universities in important cities in Germany and Austria. The party will sail from New York on the S. S. Bremen on August 22, and will return to the United States by November 1.

SCHOOL SHOP SAFETY

The attention of public school authorities and shop instructors is directed to the following statement.

The premises of all public schools including shops in which students are given instruction are subject to examination by the Industrial Accident Commission and all orders issued by the Commission pertaining thereto must be complied with under sections 38, 54, and 56, of the Workmen's Compensation Act, which sections give the Commission such jurisdiction over every place of employment in California as may be necessary to enforce all laws and lawful orders, requiring such places of employment to be safe. Every school building and premises is a place of employment even though the students may not be employees.

In some cases, public school authorities and instructors have challenged the right of the Commission to inspect school shops and issue orders in connection therewith. This is a short sighted policy, productive of no good. The numerous successful actions in damages against school districts by students and others injured as a result of unsafe premises, equipment, and lack of instruction in shop safety is ample evidence that the activities of the Commission should be welcomed. The Commission is prepared to assist public school authorities and instructors concerning school and school shop safety. Inspection of school premises and school shops which have not been inspected by the Commission may be arranged by addressing Mr. C. H. Fry, Chief, Bureau of Industrial Accident Prevention, Industrial Accident Commission, State Building, San Francisco.

INTERPRETATIONS OF SCHOOL LAW

Supreme Court Decision

Right of Board to Define School Year under Tenure Law Existing in 1928-1929

Under Political Code sections 1607 and 1609, as they existed during the school year 1928-1929, the governing board of a school district had the authority to adopt a rule fixing a required minimum number of days of service during each school year by a teacher and a schedule of excusable absences and providing that service for a less number of days in any school year would not be considered a school year during which the teacher was successfully employed for a complete school year in determining the eligibility of the teacher to classification as a permanent employee of a school district.

(*Richardson v. Board of Education of Los Angeles City School District*, 92 C. D. 23, superseding *Richardson v. Board of Education of Los Angeles City School District*, 83 C. A. D. 530. *California Schools*, VII (January, 1936), 16.)

APPELLATE COURT DECISIONS

Attainment of Tenure in Districts of Less than 850 Average Daily Attendance

When a teacher was first employed in a school district having an average daily attendance of less than 850 in 1930, and the contracts entered into between the teacher and the governing board of the district for the school years 1930-1931, and 1931-1932 classified the teacher as a permanent employee of the district and no contract was entered into between the teacher and the board for the school years 1932-1933 and 1933-1934, and the teacher was dismissed at the close of the school year 1933-1934, the dismissal was valid because no question was raised as to the service of the notice upon the teacher, and because the teacher at the time of her dismissal was not a permanent employee of the district since under School Code section 5.501 the teacher could not have been lawfully classified as a permanent employee of the district until the conditions of School Code section 5.501 were met, and the board held no meeting after such time at which any action so classifying the teacher could have been made, notwithstanding

the fact that two of the three members of the governing board of the district considered the teacher as a permanent employee of the district. (*Barnhardt v. Gray et al.*, 86 C. A. D. 242, --- Pac. (2d) ----)

Liability for Injury to Pupil in School Bus

Where while a truck and school bus were passing each other on a bridge and sideswiped so that an arm of a pupil riding in the school bus was broken and upon the trial of an action brought by the pupil for damages there was no proof of negligence on the part of the driver of the school bus, neither the school district nor the driver of the school bus was liable. (*Haase et al. v. Central Union High School District et al.*, 86 C. A. D. 92, --- Pac. (2d) ----)

Meetings of Governing Boards of School Districts

All business of boards of trustees must be transacted at regular or special meetings under School Code sections 2.985, 2.986 and 2.987, and the casual meeting of two members of a board on the street or elsewhere is not a meeting of the board. There is no section of the School Code requiring any formality of the proceedings after the board has been assembled, but the School Code does require that the board must act as a board and not as individual members. (*Barnhardt v. Gray et al.*, 86 C. A. D. 242, --- Pac. (2d) ----)

Notice of Dismissal of Probationary Employees

Where a probationary employee of a school district was not given a written notice of his dismissal as required by School Code section 5.681, the dismissal of the employee was ineffective in the absence of any showing that written notice had been waived by the employee, notwithstanding the fact the employee had knowledge of the action of the board. (*Darby v. Biggs School District, etc. et al.*, 86 C. A. D. 181, --- Pac. (2d) ----)

Tenure in Junior and Senior High Schools of Same High School District

A teacher of vocal music in both the senior high school and junior high school of the same high school district occupies two positions, and if in May, 1932, after the teacher became a permanent employee of the high school district, vocal music was discontinued in the senior high school for the school year 1932-1933, there was a discontinuance of a particular kind of service within the meaning of School Code section 5.711, and the teacher could be dismissed as a teacher of vocal music in the senior high school without attaining the right to full time

employment as a teacher of vocal music in the high school district, notwithstanding the fact that a probationary employee was also teaching vocal music in a junior high school of the high school district. (*Walsh. v. Board of Trustees*, 2 Cal. App. (2d) 180, --- Pac. (2d) ----.)

(NOTE: The above mentioned case was decided in November, 1934, but through an oversight has not previously been mentioned in *California Schools*. It is to be noted that the cause of action arose during the school year 1932-1933 and that in 1935 School Code sections 5.710-5.713 were amended.)

Temporary Transfer of Funds to School Districts by Boards of Supervisors Under Section 31 of Article IV of Constitution and School Code Section 4.290

Section 31 of Article IV of the California Constitution and School Code section 4.290 are to be construed as follows:

1. No transfer can be made to a school district which will exceed 85 per cent of the taxes accruing to the district.

2. Funds so transferred can be used to meet current expenses, but cannot be used for permanent improvements (citing *Whitmore v. Brown*, 207 Cal. 473).

3. Transfers of funds should, if possible, be made from funds belonging to the county and which are under the direct control of the county board of supervisors, rather than from other funds which might be in custody of the county treasurer.

4. The procedure to be followed in making application for such transfer is covered by Attorney General's opinion number 10456.

5. Transferred funds must be repaid from the first moneys received from district taxes, but may be repaid prior thereto from the funds liable for the expenses paid out of the transferred funds, or if such funds are not sufficient, repayment may be made from any other district funds.

6. No funds can be transferred between the last Monday in April and the first day of July of any year. (A. G. O. 10846, July 21, 1936.)

FOR YOUR INFORMATION

EDUCATIONAL BROADCASTS

Broadcasts Sponsored by State Department of Education

Following is the schedule of educational broadcasts to be given under the auspices of the State Department of Education. These broadcasts are under the direction of Mary Gayer Perkins.

EDUCATION TODAY, STATION KGO (790 kilocycles), 5:45-6:00 P.M.

- August 1—The Saving of Santa Ynez
- August 8—The Saving of Santa Ynez, Concluded
- August 15—Education in the CCC
- August 22—Education in the CCC, Continued
- August 29—Education in the CCC, Continued
- September 5—Education in the CCC, Concluded
- September 12—The California Nautical School
- September 19—The California Nautical School, Continued

ADVENTURES IN SCIENCE, STATION KLX (880 kilocycles), 8:00-8:30 P.M.

- August 7—Alexander Graham Bell
- August 14—Alexander Graham Bell, Concluded
- August 21—Joseph Lister
- August 28—Joseph Lister, Continued
- September 4—Joseph Lister, Continued
- September 11—Joseph Lister, Continued
- September 18—Joseph Lister, Concluded

GOLDEN DAYS, STATION KRE (1370 kilocycles), 5:45-6:00 P.M.

- August 5—The Black Deity
- August 12—The Lost Padre
- August 19—The Regeneration
- August 26—Pardners
- September 2—Born Lucky
- September 9—Indian Money
- September 16—The Blue Lead

NEW RADIO BROADCAST SERVICE

Announcement of the establishment of an educational radio broadcast to aid in the improvement of local educational radio programs has been made jointly by United States Commissioner of Education, J. W. Studebaker, and James W. Baldwin, Managing Director of the National Association of Broadcasters.

The Educational Radio Project has prepared a series of fifteen minute radio scripts entitled, "Interviews With the Past" with accompanying suggestions for production. "Interviews With the Past" are

imaginary interviews by a group of reporters for a local school paper with such celebrities of the past as Benjamin Franklin, William Shakespeare, Queen Elizabeth, Napoleon Bonaparte, Catherine of Russia, and George Washington.

The United States Office of Education has mailed to city school superintendents and others scripts for "Interviews With the Past," a "Radio Manual of Suggestions for Production," a glossary of radio terms, incidental theme music, and bibliographies.

In cooperation with the National Broadcasting Company and the Columbia Broadcasting System, the Educational Radio Project is now producing five program series as experimental demonstrations of new educational broadcasting techniques. These programs go over nationwide hook-ups and include: "The World Is Yours," dramatizations based on activities of the Smithsonian Institution; "Safety Musket-eers," safety education; "Answer Me This," social science; "Have You Heard?," natural science; and "Education in the News."

In order that teachers, school officials and other workers in educational radio may have an opportunity to learn the latest methods of the art, the Educational Radio Project established a workshop in cooperation with New York University. A script exchange service has also been set up to serve educators in need of educational scripts.

CAPITOL PARK

California's Capitol Park is the title of a recently published 31-page pamphlet by Edward Joseph Heisch, describing Capitol Park in Sacramento. It is well illustrated and contains a classification and planting map of the flora, native and exotic, which are one of the chief features of the park. The pamphlet is published by the Anderson Printing Company of Sacramento and is priced at 40 cents per copy.

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